

Week of 12/19/11 7th Grade ELA	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	<p>TSWBAT effectively use and identify nouns (tentative).</p> <p>TSWBAT mind map (SIOP strategy) and write a short letter using proper format for portfolio use (joint project with Sue Clum).</p>	<p>TSWBAT effectively use and identify nouns (tentative).</p> <p>TSWBAT self select independent reading material from the Library. - Sixth Hour only.</p> <p>TSWBAT mind map (SIOP strategy) and write a short letter using proper format for portfolio use (joint project with Sue Clum).</p>	<p>TSWBAT effectively use and identify nouns (tentative).</p> <p>TSWBAT mind map (SIOP strategy) and write a short letter using proper format for portfolio use (joint project with Sue Clum).</p>	<p>TSWBAT effectively use and identify nouns (tentative).</p> <p>TSWBAT mind map (SIOP strategy) and write a short letter using proper format for portfolio use (joint project with Sue Clum).</p>	<p>TSWBAT effectively use and identify nouns (tentative).</p> <p>TSWBAT self select independent reading material from the Library.</p> <p>TSWBAT mind map (SIOP strategy) and write a short letter using proper format for portfolio use (joint project with Sue Clum).</p> <p>TSWBAT self select independent reading material from the Library.</p>
Assessment	<p>Worksheet for grammar practice & letter.</p> <p>Preparing envelopes for project.</p> <p>(DI: V/L, Vis., B/K)</p>	<p>Worksheet for grammar practice & letter.</p> <p>(DI: V/L, Vis., B/K)</p>	<p>Worksheet for grammar practice & letter.</p> <p>(DI: V/L, Vis., B/K)</p>	<p>Worksheet for grammar practice & letter.</p> <p>(DI: V/L, Vis., B/K)</p>	<p>Worksheet for grammar practice & letter.</p> <p>Final drafts due. No late work on these will be accepted. This may be moved to Thursday pending Library availability.</p> <p>(DI: V/L, Vis., B/K)</p>
Closing Activity	<p>grammar: "On a Clear Noun You Can See Forever"</p> <p>Letter writing (Mind Mapping SIOP strategy used here.) Topic: My Life 'Till Now . . .</p> <p>"My Weekend In 3 Words"</p>	<p>grammar: "Common Nouns and Proper Nouns"</p> <p>Letter writing (Mind Mapping SIOP strategy used here.) Topic: School</p>	<p>grammar: "Replace Dead Nouns"</p> <p>Letter writing (Mind Mapping SIOP strategy used here.) Topic: My Future or Where I See Myself in 5 years.</p>	<p>grammar: "Muckberry Gazette"</p> <p>Letter writing (Mind Mapping SIOP strategy used here.) Topic: Career</p>	<p>grammar: "Muckberry Gazette part 2"</p> <p>Letter writing (Mind Mapping SIOP strategy used here.)</p>
Vocabulary	Noun	common noun proper noun	grammar, Verbs Word Bank: <i>create, build, design, organize, compute, listen, assist, adapt, speak, guide, encourage, develop, teach, lead, contribute, motivate, cooperate, collaborate, direct, supervise, oversee, initiate, produce, market, sell, invent.</i>	grammar, Verbs	grammar, Verbs
Strategy	Model, example, practice, Technology: "Parts of Speech for Smart Board" by Incentive Publications NCA/AdvancED: 15 mins. D.E.A.R.	Model, example, practice, Technology: "Parts of Speech for Smart Board" by Incentive Publications NCA/AdvancED: 15 mins. D.E.A.R.	Model, example, practice, Technology: "Parts of Speech for Smart Board" by Incentive Publications NCA/AdvancED: 15 mins. D.E.A.R.	Model, example, practice, Technology: "Parts of Speech for Smart Board" by Incentive Publications NCA/AdvancED: 15 mins. D.E.A.R.	Model, example, practice, Technology: "Parts of Speech for Smart Board" by Incentive Publications NCA/AdvancED: 15 mins. D.E.A.R.

Week of 12/19/11 7th Grade ELA	Monday	Tuesday	Wednesday	Thursday	Friday
GLCE/CCS	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c	Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c
31a Plans <small>Note: 31a Staff may be reassigned by the office without notice. In such cases, these plans do not apply.</small>	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C.

Week of 12/19/11 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	TSWBAT describe the absolute and relative location of Africa and make several generalizations about the continent. TSWBAT complete the Ch. 22 Pre-Test.	TSWBAT explain the controversy surrounding human-environment interaction along the Nile River. TSWBAT define terms from Chapter 22 and essential questions from the informational text reading.	TSWBAT explain the controversy surrounding human-environment interaction along the Nile River. TSWBAT define terms from Chapter 22 and essential questions from the informational text reading.	TSWBAT use absolute location to find positions on a global map as part of the 5 Themes review. (I may move this to Monday and shift the rest of the week down one day.)	TSWBAT analyze current events with critical thinking (Channel 1).
Assessment	Map with relative/absolute locations in Africa. (DI: V/L, Vis., Spatial, B/K)	Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). (DI: V/L, Vis., Spatial)	Cornell Note taking device (informational text support SIOP strategy & Melvindale High School NCA/AdvancED transitional support strategy). (DI: V/L, Vis., Spatial)	Primary source & secondary source investigation (informational text). Project will culminate in a persuasive argument project. (DI: V/L, Vis., Spatial)	Type 2 based on the Channel 1 Week in Review Current Events summary. (DI: V/L, Vis.)
Closing Activity	"Bell ringer": "Our House" springboard activity. (5 Themes) Taking Africa's Measurements (Interdisciplinary: Math)	Longest River informational text reading Chapter 22 informational text reading. Point/Counterpoint activity Thinking it Through analysis handout.	Longest River informational text reading Chapter 22 informational text reading. Point/Counterpoint activity Thinking it Through analysis handout.	International Spy Network activity.	Channel 1 video news Discussion Type 2 writing based on the program.

Week of 12/19/11 7th Grade Geo.	Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	latitude longitude 5 Themes of Geography	tributaries headwaters silt levees drought deltas	tributaries headwaters silt levees drought deltas	absolute location relative location latitude longitude	Varies based on the report for the week.
Strategy	Optional video as relevance applies (BBC: http://news.bbc.co.uk/2/hi/africa/643737.stm), investigation, observe, manipulatives NCA/Advanced : 15 mins. D.E.A.R.	video, investigation, observe, reflect, question, timeline (see below) NCA/Advanced : 15 mins. D.E.A.R.	investigation, observe, reflect, question, evaluation NCA/Advanced : 15 mins. D.E.A.R.	investigation, observe, reflect, question, evaluation NCA/Advanced : 15 mins. D.E.A.R.	investigation, observe, reflect, question, evaluation, current events video from Channel 1 News. NCA/Advanced : 15 mins. D.E.A.R.
GLCE/CCS	RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof. 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas. 7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity. 7 – H1.4.2.7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.	RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof. 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas. 7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity. 7 – H1.4.2.7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.	RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof. 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas. 7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity. 7 – H1.4.2.7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.	RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof. 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas. 7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity. 7 – H1.4.2.7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.	RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 7 – H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof. 7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas. 7 - HI.4 Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity. 7 – H1.4.2.7 – H1.4.3 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family). Describe and use themes of history to study patterns of change and continuity. Use historical perspectives to analyze global issues faced by humans long ago and today.

Week of 12/19/11 Enrichment	Monday Ms. Taylor Modeling	Tuesday	Wednesday	Thursday	Friday
Objective	TSWBAT define new vocabulary. TSWBAT express language with fluency.	TSWBAT define new vocabulary. TSWBAT express language with fluency.	TSWBAT define new vocabulary. TSWBAT express language with fluency.	TSWBAT define new vocabulary. TSWBAT express language with fluency.	TSWBAT define new vocabulary. TSWBAT express language with fluency.
Assessment	Performance assessment on fluency to be assessed at a future date.	Performance assessment on fluency to be assessed at a future date.	Performance assessment on fluency to be assessed at a future date.	Performance assessment on fluency to be assessed at a future date. Performance Date	Performance assessment on fluency to be assessed at a future date. Performance Date
Closing Activity	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.	Fluency and performing literature. Levels of fluency addressed in performance piece of literature chosen. (Three possible selections) Vocabulary work.
Vocabulary	varies, see individual dictionary work page.	varies, see individual dictionary work page.	varies, see individual dictionary work page.	varies, see individual dictionary work page	varies, see individual dictionary work page
Strategy	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.	Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R.
GLCE/CCS	SL.7.6.	SL.7.6.	SL.7.6.	SL.7.6.	SL.7.6.

Resources	Unit	Topic	Lesson(s)	Pace	Standard(s)	Vocabulary	Performance Task
World Explorer: People, Places, and Cultures Leveled Library Book Internet	AFRICA	Physical Geography History Culture Region Today	-Physical Features -Humans and Physical Environment -Geographic Factors and Natural Resources -Africa's 1st people -Kingdoms and Empires -Cultures of North/West/East/South -Burundi -Kenya -Democratic Republic of the Congo -South Africa	1 quarter + 4 weeks "Studium decendae voluntatae quae cogi non postest constat." - Cicero.	G1.2.1 G1.3.3 G1.2.3 G2.1.1 G1.2.4 G2.1.2 G1.2.6 G2.2.1 G1.3.1 G2.2.2 G1.3.2 G2.2.3 G5.1.1 G3.2.2 G5.1.3 G4.1.1 G5.2.1 G4.1.2 G3.6.1 G4.2.1 E1.1 G4.3.1 E2.3 G4.3.2 E3.1 G4.4.1 H1.1.1 H1.2 H1.4 C3.6	Plateau Elevation Escarpment Rift Cataarct Transportation Barrier Silt Fertile Tributary Irrigate Oasis Savanna Nomad Subsistence Farming Cash Crop Hunter-Gatherer Domesticate Fertile Surplus Civilization Migrate Ethnic Group Quran Pilgrimage Swahili City-State Colonize Nationalism Pan-Africanism Boycott Culture Cultural Diffusion Cultural Diversity Kinship Nuclear Family Extended Family Lineage Clan Griot Plantation Migrant Worker Bazaar Fellagheen Terrace Souq Casbah Multiethnic Census Sovereignty Coup Aristocratic Mwami Ganwa Vassal Refugee Harambee Authoritarian Nationalize Apartheid Discriminate Homeland	-Country Reports -Africaopoly -Public Service -Assessment Questions -Create Various Maps- Physical Features, ID Countries, etc. - Chapter/ Unit Assessments

